



BACKGROUND

Physical activity opportunities after school should be enjoyable, include all children regardless of ability, and involve children in deciding what activities are offered.

OBJECTIVES

- Learn to develop and share their fruit and vegetable snack preferences
- Develop and practice asking skills

STRATEGIES

- Active mastery experiences to increase self-efficacy
- Build proxy efficacy and sharing skills
- Develop proxy efficacy and media literacy skills

TIME NEEDED

Total Time: 60 minutes

What's Your Favorite Snack: 41

Just Asking: 19

GETTING READY

1. A poster board for each group
2. Decorating supplies (markers, crayons, construction paper, tape, glue, etc.).
3. Dry Erase Boards/Markers
4. Board for Instructor to write on
5. Something to write with
6. Chart to fill out during presentations.

Module 9: What's Your Favorite Snack?

1. Greeting & distributing nametags.
2. What is Your Favorite Snack? The students will identify their favorite fruit of vegetable. Based on their choices, groups of 2 or 3 students will create and present a poster presentation.
3. Just Asking. The students will develop and practice skills related to asking for fruits and vegetables

Fun on Your Own!

Module 9: What's Your Favorite Snack?

Activity 1: What's Your Favorite Snack?

Objective:

The students will demonstrate and communicate knowledge of their favorite fruit or vegetable.

Materials:

Markers
Poster Board
Dry erase boards
Dry erase markers

Time:

Group formation (2)
Discussion (7)
Creation of poster/commercial (17)
Presentations (15)
Taste, Nutrition (color), and Health chart
Total: ~41 minutes

Procedure:

The instructor will prompt the students to write their favorite fruit or vegetable on the dry erase board. When signaled, the students will show the instructor their answer. The instructor will group the students in groups of 2 or 3 based on their answers [i.e. 3 students who chose apples would be in a group together. If only 1 student chose blueberries they may be put in another group of a like food (berries) or pick another food. There may be more than one group using the same food (2 apple groups)]. The instructor will discuss parameters for the posters presentations. The posters need to include taste, color (nutrition), and health benefits. Also, presentations need to incorporate advertisement strategies. Finally, it is important that the information is truthful; there are enough factual great reasons to eat these foods. The students will have 17 minutes to work on their posters/ presentations. As the students are working, the instructor will circulate through the work area providing assistance. After the 17 minute work time is over, the students will form back into a large group. As the groups present their posters, the instructor will fill in the Taste, Color, and Health Benefits chart. The instructor will prompt the group if they neglect to address these areas.

Follow-up/ Assessment:

The students will use information they learn to make choices about foods they would like to eat and ask for those foods.

Modifications:

The presentations could be video taped.

The students could access information (on the computer or handouts) from

http://dole.com/Products/Prod_AZ.jsp or

http://www.dole5aday.com/ReferenceCenter/R_Home.jsp?topmenu=6.

The students could use various reference materials or the instructor could compile a reference handout that includes important information.

Ask the schools if the students can hang up their posters.

Discussion Points

Presentations should include the benefits of eating the particular fruit/ vegetable; these benefits should include: taste, nutrition (color), and health.

Advertising strategies include: rhyme, pictures, celebrity endorsements, create emotion (pull at “heart strings”, excitement, etc), and music.

Food	Taste	Color	Health Benefits

Module 9: What's Your Favorite Snack?

Activity 2: Just Asking

Objective:

The students will develop and practice asking skills.

Materials:

Board for instructor to write on
Something that will write on the board

Time:

Discussion (8)

Practice (8)

Review (3)

Total: ~19 minutes

Procedure:

The instructor will ask the students to help generate a list of people who buy/or could buy fruits and vegetables for them. As the students mention people, the instructor will prompt and generate a list of answers. Next to the list, the instructor will hang the Taste, Color, and Health Benefits chart. The instructor will demonstrate to the students that they can ask for fruits and vegetables by saying, “(a person of the list), could we please buy some bananas this week. Bananas are (information from the Taste, Nutrition, and Health chart). The students will generate a list of things the instructor did right (eye contact, tone of voice, language). The instructor will put the students into groups of 2 or 3. The students will take turns asking for fruits and vegetables while their peers give feedback. The instructor will circulate the room giving assistance. The students will form a large group and the instructor will guide the students in a review of today's activities.

Follow-up/ Assessment:

Modifications:

If time permits, the instructor could ask for fruits and vegetables in an inappropriate manner and the students could identify things the instructor can correct to improve his/her delivery.

Discussion Points

When asking for something it important to make eye contact and avoid fidgeting. We should always use courteous language; such as, please, thank you, and you're welcome.

The following may be asked to purchase fruits and vegetables: parents, grandparents, aunts, uncles, older siblings, family friends, babysitters, teachers, coaches, scout leaders, and after school staff.

If you ask for food, then it is important to eat or try the food.



Module 9: What's your favorite snack!

Introduction

1. Welcome students back to HOP'N Club. Say,

This is the ninth week of HOP'N Club. What is HOP'N Club? HOP'N Club is a once a week club where we focus on four healthy goals. What are the four HOP'N Goals? Be Physically Active everyday. (Great. How many minutes should we try to get at least? 60 minutes And how many minutes after school? 30) Eat fruits and vegetables at every meal or snack. Cut back on T.V. and video games. (Does that mean never watch T.V.? No, but we should try to limit our T.V. to 2 hours a day.) Drink less soda and juice drinks. (Does that mean never drink soda and juice drinks? No, but we should try to limit our soda and juice drinks to less than one glass a day.) What does HOP'N stand for? Healthy Opportunities for Physical Activity and Nutrition. Today, we are going to talk more about fruits and vegetables, you are going to have an opportunity to make a commercial to convince people to make your favorite fruits and vegetables.

What's your favorite snack

- 1. Prompt the students to write their favorite fruit or vegetable on the dry erase board.**
- 2. When signaled, the students will show their answer.**
- 3. Group the students in groups of 2 or 3 based on their answers [i.e. 3 students who chose apples would be in a group together. If only 1 student chose blueberries they may be put in**

another group of a like food (berries) or pick another food. There may be more than one group using the same food (2 apple groups)].

4. Discuss parameters for the posters presentations. Say,

The posters need to include taste, color (nutrition), and health benefits. Also, presentations need to incorporate advertisement strategies. What are some strategies advertisers use? (Possible answers include: rhyme, pictures, celebrity endorsements, create emotion (pull at "heart strings", excitement, etc), and music.)

Finally, it is important that the information is truthful; there are enough factual great reasons to eat these foods.

You will have about 17 minutes to work on your posters/ presentation

5. Circulate through the work area providing assistance.

6. Form back into a large group. As the groups present their posters, fill in the Taste, Color, and Health Benefits chart. Prompt the group if they neglect to address these areas.

Modifications

The presentations could be video taped. The students could access information (on the computer or handouts) from http://dole.com/Products/Prod_AZ.jsp or http://www.dole5aday.com/ReferenceCenter/R_Home.jsp?topmenu=6.

The students could use various reference materials or the instructor could compile a reference handout that includes important information.

Ask the schools if the students can hang up their posters.

Just Asking

1. Discuss asking for fruits and vegetables. Say,

Let's make a list of people who buy/or could buy fruits and vegetables for you. (parents, grandparents, aunts and uncles, older siblings, babysitters, friends' parents, teachers, food service, after school program, coaches, scout leaders, other answers possible)

Write down a list of the students' answers. Next to the list, hang the Taste, Color, and Health Benefits chart.

2. Demonstrate asking for fruits and vegetables. Say,

A good way to ask for fruits and vegetables is to say, "(a person of the list), could we please buy some bananas this week. Bananas are (information from the Taste, Nutrition, and Health chart).

What did I do right? (eye contact, tone of voice, language) When asking for something it important to make eye contact and avoid fidgeting.

We should always use courteous language; such as, please, thank you, and you're welcome. If you ask for food, then it is important to eat or try the food. Now, we will practice asking with your friends.

3. Divide students into groups of 2 or 3. Say,

You will take turns asking for fruits and vegetables while your friends give feedback.

4. Circulate the room giving assistance.

Modifications:

If time permits, the instructor could ask for fruits and vegetables in an inappropriate manner and the students could identify things the instructor can correct to improve his/her delivery.

Review

1. Remind the students. Say,

Everyone did a great job using advertising techniques to promote their favorite fruits and vegetables. I hope all of you are inspired to eat a fruit or vegetable you heard about today. Next week, we will talk more about vegetables.

2. Collect nametags.